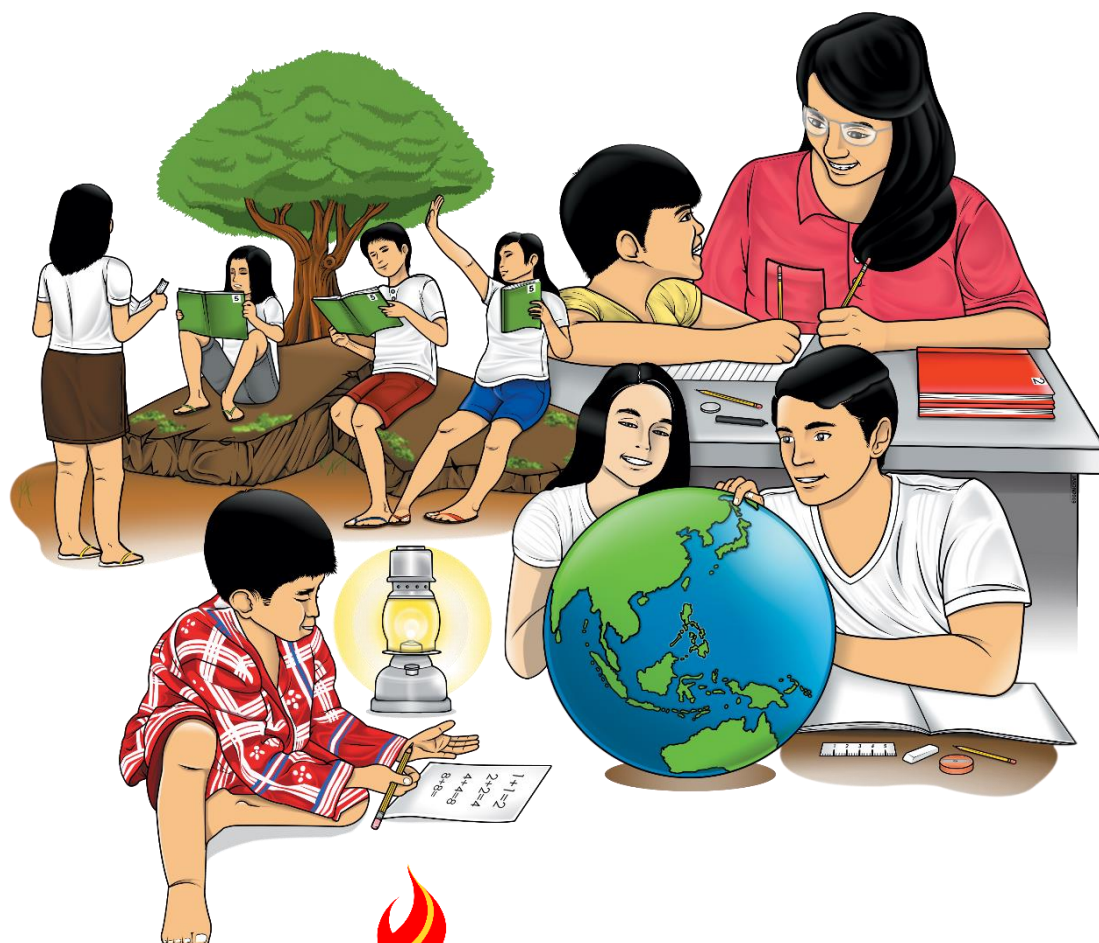


21st Century Literature from the Philippines and the World

Quarter 1 – Module 3: Context and Text's Meaning



21st Century Literature from the Philippines and the World
Alternative Delivery Mode
Quarter 1 – Module 3: Context and Text’s Meaning
First Edition, 2020

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21st Century Literature from the Philippines and the World

**Quarter 1 – Module 1
Context and Text's Meaning**

Introductory Message

For the facilitator:

Welcome to the 21st Century Literature 11 Alternative Delivery Mode (ADM) Module on Context and Text's Meaning.

This module was collaboratively designed, developed, and reviewed by educators both from public and private institutions to assist you, the teacher, or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st-century skills while taking into consideration their needs and circumstances.

Also, you will see this box in the body of the main text in this module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module, encourage and assist them as they do the tasks, and track their progress while allowing them to manage their learnings.

For the learner:

Welcome to the 21st Century Literature 11 Alternative Delivery Mode (ADM) Module on Context and Text's Meaning.

The hands are one of the most symbolized parts of the human body. They are often used to depict skill, action, and purpose. Through your hands, you may learn, create, and accomplish. Hence, the hands in this learning resource signify that you, as a learner, are capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

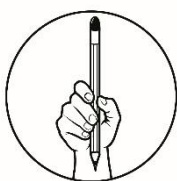
This module was designed and written with you in mind. It is here to help you fully understand literary contexts and the text's meaning. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

MELC: Discuss how different contexts enhance the text's meaning and enrich the reader's understanding.

This module helps you specifically develop a skill to discuss how the different literary social and socio-cultural contexts enhance the text's meaning and enrich the reader's understanding.

After going through this module, you are expected to:

1. identify words, ideas, structure, and purpose of the text;
2. explore the different social and socio-cultural contexts to enhance and enrich the understanding of the text; and
3. appreciate the importance of understanding the literary context and its meaning to one's own life experiences.



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Dom Caruso is a trained sniper. He used a ***Mauser*** during his training and in his real combat. ***Mauser*** is used for the long-range target. Mauser is a _____.
 - a. long rifle
 - b. automatic rifle
 - c. high-velocity automatic rifle
 - d. German high-velocity automatic rifle
2. Park Seo Joon ***starred*** in Itaewon Class showed in the Netflix.
 - a. The actor who was chosen for the sub-role
 - b. The actor that performed outstandingly
 - c. The principal actor who played the chief role
 - d. The principal actor who played the second lead role

3. After the birth of Jesus, the Three Wise Men followed a guiding **star** to Bethlehem.
 - a. A natural luminous celestial body visible in the sky at night
 - b. A waning fortune or fame
 - c. A prominent spark at night
 - d. A figure with many sides
4. Roman Catholic Christians believe that souls of those who die in God's grace went to **purgatory** for cleansing of past sins.
 - a. A place where intense sufferings are being experienced
 - b. A place which is humid and dry
 - c. Intermediate state after death for expiatory purification of souls
 - d. A state of after death where hopes grow
5. Mt. Everest, located at Mahalangur Himal, a **subrange** of the Himalayas, with its height of 29,029 ft is the roof of the world.
 - a. An extended limit
 - b. the highest point
 - c. an upper limit
 - d. extremely high point
6. A virus like Covid-19, can be easily transmitted to another person who has close contact with the carrier. A person who has weak immunity and pre-existing health conditions may experience a **bitter** death. Covid-19 patients can recover if he/she is not immune-compromised. Which statement must be true?
 - a. A Covid-19 virus is not fatal.
 - b. Not all Covid-19 patients die.
 - c. All patients can recover.
 - d. Bitter death is an easy death.
7. Almost all companies send employees to an all-expense-paid seminar. But the year 2020, a travel and seminar plan is a **blur** to every company. Until 2021, travel plan is vaguely known to be allowed. Which statement must be false?
 - a. When a company sends you to a seminar, you do not pay for it.
 - b. In the year 2020, any travel for leisure is not allowed.
 - c. In the year 2021, it is clear that travel will be allowed.
 - d. Travel tourism will suffer in 2020.
8. Korean food lovers love the smooth and **ruddy** crimson color of the chili paste called, *gojuchang*. All ripe chilies are ruddy. Red tomato is ripe. Tomato is _____.
 - a. Reddish-brown
 - b. Orange
 - c. Red-orange
 - d. Ruddy
9. Covid-19 virus brought chaos to the world. People were ordered to stay at home during the lockdown. During this time, many felt that they were in **purgatory**. The situation makes them feel temporary suffering and misery. Which statement must be true?
 - a. Covid-19 brought disorder to the world.
 - b. Covid-19 virus forced the people to stay home.
 - c. Lockdown brought suffering and misery.
 - d. Purgatory, in that sentence, depicts cleansing from sin.

10. Padre F. Faura founded the Manila **Observatory**, where celestial and astronomical events were observed. All modern structures are made of concrete. Observatory is a structure. Observatory is made of ____.
- structure
 - concrete
 - light material
 - modern design
11. Zamboanga Hermosa Festival is a month-long religious celebration. The opening ceremony is the annual Regata de Zamboanga, where 200 Vinta paddlers compete. As the vintas' move the sail **shiver**. What makes the sail shiver?
- The force of the paddle
 - The gust of the wind
 - The movement of the paddler
 - The wave of the sea
12. The little children of Arnulfo family played inside the receiving area. The receiving area was a house to the antique collection. They played a touching ball. In an attempt to strike the opponent, the ball hit the jar on the corner stand. What do you think happened?
- The ball hit the ceiling.
 - The vase punctured the ball several times
 - The ball went into the mouth of the vase.
 - The antique was knocked down and shattered into many small pieces.
13. The statements of the two Cabinet Secretaries **collided**. The first gave a point of view, which was opposing view of the latter. What would be the impact on the readers of the report?
- The readers applause the Secretaries for the job well done.
 - The readers got confused about the clashing of ideas.
 - The readers felt that there is harmony between the two.
 - The readers realized that the ideas blend well.
14. The Narra trees planted on both sides of the national highway in Pangasinan **roofed** the entire stretch of the highway. The shade gives a cool ambiance to the motorists. How does this look?
- It looks like a garland hanging on the road.
- The canopy of leaves and branches appear embracing.
 - The leaves and branches look like a hot air balloon.
 - The leaves and branches appear praying.
15. The red sports car was running at high speed along the expressway in Batangas when suddenly a group of cows appeared from somewhere. The car swerved hard and went off the road. What do you think happened next?
- The car rested safely on the side of the road.
 - The car stopped and continued to travel
 - The car flew and collided with a tree.
 - The car flew, bounced, and ran again.

Lesson**1****Context and Text's Meaning**

Reading literary pieces becomes a challenge to a student like you. But as the years go by, changes happened even in the literary genre. Understanding the selection you read takes time, but if you will familiarize yourself with the context of the literary piece, appreciation comes along.

***What's In***

Let us recall the previous lesson you have studied in Module 2. From the conventional and modern genre of literature: poetry, drama, fiction, non-fiction, 21st-century literary genres were presented to you. Fill out the organizer by writing LETTERS only under columns 2 & 3, write WORDS under column 4. Note: two letters may be repeated as you answer the grid.

GENRE 1	SIMILARITY/IES 2	DIFFERENCES 3	SAMPLE (write the title/words) 4
1.Manga			
2.Graphic novel			
3.Blog			
4.Doodle fiction			
5.Hyper poetry			
6.Text-talk novel			

- Make use of web or internet connection.
- A website containing short articles called posts updated regularly by the same person or by people interested in the same topic.
- Involved set of words, phrases, lines, etc. presented in a variable, sits on the page much as traditional poetry does, or may contain parts of the poem that move and mutate.
- All make use of illustration in presenting stories.
- An artistic storytelling style originated in Japan.
- Encompasses non-fiction works and thematically linked short stories as well as fictional stories across a number of genres.
- Literary presentation where doodle writing and drawings are incorporated.
- Stories told almost completely in dialogue simulating social network exchanges.



What's New

Below is a poem written by Danton Remoto, a Filipino author. Read and try to discover what this poem wants to convey. Then, answer the essential questions that follow.

Padre Faura Witness The Execution of Rizal

Author: Danton Remoto
(Poetry)

I stand on the roof
Of the Ateneo municipal,
Shivering
On this December morning.
Months ago,
Pepe came to me
In the observatory.
I thought we would talk
About the stars
That do not collide
In the sky:
Instead, he asked me about purgatory
(His cheeks still ruddy
From the sudden sun
After the bitter winter
In Europe

And on this day
With the years beginning to turn,
Salt things my eyes.
I see Pepe,
A blur
Between the soldiers
With their Mausers raised
And the early morning's
Star:
Still shimmering
Even if millions of miles away,
The star itself
Is already dead

Essential Questions:

1. Who are the characters in the poem? Write a piece of short information about each character.

2. Who speaks in the poem? Extract a sentence from the poem to prove your answer.

3. Discuss the form/structure of the poem.

4. What was the situation when Padre Faura stood in the balcony of Ateneo de Manila?

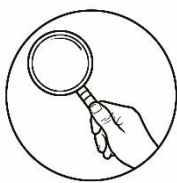
5. What was the situation of our country based on the poem? Prove your answer by extracting a line from the poem.

6. To whom the poem is addressed? Explain your answer.

7. How do you feel while reading the poem, that Padre Faura witnessed the execution of his former student?

8. What was the feeling displayed by the author in the poem?

9. What was the message that Danton Remoto wanted to convey in this poem?



What is It

Context originates from the notion of weaving together. It is defined as the circumstances that form the setting of events, statements, or ideas and in the way of which it can be fully understood and assessed. Reading a literary piece may contribute to the production of the author and the reception of the reader as they appreciate and explore.

- The writer's context is knowing about the writer's life, values, assumptions, gender, race, sexual orientation, and the political and economic issues related to the author.
- Reader's context is about the reader's previous reading experience, values, assumptions, political and economic issues.

- The text's context is about its publishing history. It is part of the larger text such as newspaper, history, events, translated in it.
- Social context and socio-cultural of a text feature the society in which the characters live and in which the author's text was produced.

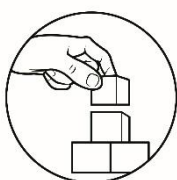
In this lesson, you will unravel what goes with the poem.

The structure of the poem refers to words that are put together or arranged such that they make sense.

Imagery is creating a picture in the reader's mind by using words that appeal to the senses. There are types of Imagery that are used in this module. (Menoy 2016))

- **Visual imagery** produced by the use of words that appeal to the sense of sight.
- **Auditory Imagery** produced by the use of words that appeal to the sense of hearing.
- **Kinesthetic imagery** produced by the use of words that appeal to the actions and movement.

Literary Techniques are methods the author or writer of a literary piece used to convey what they want to impart to the reader, such as **Flashback** where the events have taken place before the present time the narration is following.



What's More

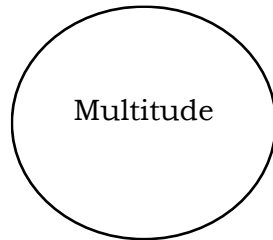
Activity 1. Understanding the Text

To understand a piece of literature, answering the given questions enable the readers to appreciate literature more.

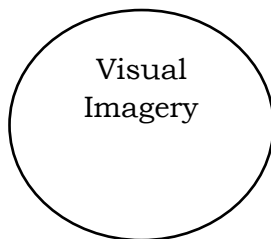
Multiple Choice. Read each question. Choose and write the letter of the best answer on a separate sheet of paper.

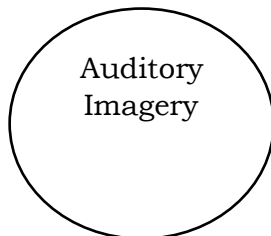
1. Who was Fr. F. Faura to Jose Rizal?
 - a. His godfather
 - b. His uncle
 - c. His teacher
 - d. His friend

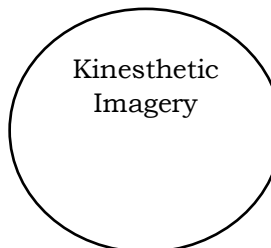
1. A **multitude** gathered along with Wan Chai District in Hongkong to protest the new policy there and to call to ban some products. Thousands of protesters were arrested. Multitude in this sentence means_____.
 - a. A few in number of people
 - b. A great number of people
 - c. Some people
 - d. Several numbers of people
2. In the poem, Earnest Wish, identify the words that suggest the meaning of the word, multitude.



3. The author used imagery in the poem, such as visual, auditory, and kinesthetic imagery. Write the words that suggest:







4. Discuss the structure of the poem, the stanza, lines, rhyme scheme.

5. Discuss how the author presented the ideas of the poem up to the point where the message was presented.

Activity 2. Understanding the Context

Directions: Look at each picture below. In Column A, each picture depicts the event presented in the poem. In Column B, based on your understanding of the poem, write what event happened in each picture and how do you feel about it.

A



B





Assessment 2. Finding the Purpose

1. What was the situation when the author wrote this poem?

2. How did the author present the events in the poem?

3. How did the author present her willingness to attain her fervent wish?

4. What nearly impossible things or difficult tasks the author was willing to do?

5. What do you think was the main reason why the author wrote this piece?

Activity 3. Knowing Author's Context

Lydia Sapitanan-Villanueva hails from the agricultural town of Imus, Cavite. Her parents were farmers and her residence is in the midst of the agricultural property of her in-laws in Malagasang 1A, City of Imus. She holds a Doctor of Philosophy in Southeast Asian Studies from Centro Escolar University and Master of Arts in Teaching Language and Arts from Philippine Normal University. She is currently the Vice-President and one of the founders of School Paper Advisers Movement, Inc., a national non-profit organization of campus journalists and advisers with members from elementary to college. She is also a CPD resource speaker for Action Research.

Dr. Villanueva is a Master Teacher 1 since she joined Department of Education in 2016. During the pandemic caused by Covid-19 and during community quarantine, Dr. Villanueva wrote several poems including Earnest Wish. Her profound love for writing started during her primary years. She always believes that experiences and surroundings play a strong influence on the prolific mind of a writer. Write now or forget it forever drives her to write about her environment.

Reflect on the importance of a biographical context in understanding a text.

1. Discuss the environment that surrounds the author while writing the poem.
Prove your answer.

2. Discuss the occurring event in the society during that time that influences the author in writing the poem.

3. Discuss the message of the author in the poem.

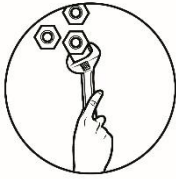


What I Have Learned

Reading and appreciating literature can be made possible by understanding the context and text's meaning.

- During the reading, there was recognition and recall.
 - I recall that Dr. Jose Rizal was shot in _____. (place)
 - During this time, the Philippines was under the _____ government.
 - The purpose of the poem was to _____.
 - The author wrote the poem for the _____.
 - The poem was based on the historical perspective. Recalling our past as Filipinos, what was the most trying moment of Jose Rizal during those time? _____.
 - With that challenging situation, Dr. Jose Rizal was able to write two novels _____.
 - As you read the poem, what experiences in life can you consider challenging and why? _____.

- Values, assumptions, political and economic issues, and events related to the author and reader play a significant role in understanding context and the text's meaning in a literary piece.

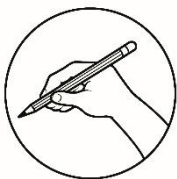


What I Can Do

Directions: Write a two-stanza poem using visual imagery. Describe your surrounding that mostly influences your line of thought.

Rubrics for Poem

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Form	Uses an inappropriate poetic form.	May use an appropriate poetic form.	Effectively uses an appropriate poetic form.	Creatively uses an appropriate poetic form.	
Word Usage	Student's use of vocabulary is very basic.	Vocabulary is very basic. Student's use of vocabulary is more telling than showing.	Student's use of vocabulary is routine and workable.	Student's use of vocabulary is precise, vivid, and paints a strong clear and complete picture in the reader's mind.	
Mental Image	Uses few mental image.	Uses some mental image	Uses mental image to reinforce the theme.	Effectively uses mental to reinforce the theme.	



Assessment

Multiple Choice. Read each statement. Choose and write the letter of the best answer on a separate sheet of paper.

- The persona in the poem "Padre Faura Witness The Execution of Rizal" was _____.
 - Danton Remoto
 - Dr. Jose Rizal
 - Padre Faura
 - You

2. The mood of the poem was _____.
 - a. Mournful
 - b. Delightful
 - c. Joyful
 - d. Mysterious
3. The speaker was shivering while standing in the roof because _____.
 - a. He was dizzy.
 - b. It was cold.
 - c. It was December.
 - d. It was high.
4. In stanza 2 & 3 the persona recalled what transpired between him and Pepe. This literary device is called _____.
 - a. Prophecy
 - b. Symbolic
 - c. Flashbacking
 - d. foreshadowing
5. Pepe came from Europe where winter was bitter. His face became ruddy because _____.
 - a. He was exposed to humiliation
 - b. He was exhausted.
 - c. He was not accustomed to the weather
 - d. He was exposed to sudden sun.
6. The characteristics of the star were used to compare with Jose Rizal was shimmering because _____.
 - a. he was well-known
 - b. he was about to die
 - c. he studied astronomy
 - d. his teacher was in the observatory
7. Months before Pepe's execution, he visited Padre Faura. Pepe talked about purgatory instead of colliding star maybe because _____.
 - a. Padre Faura was sick
 - b. Pepe was terminally ill
 - c. Pepe knew he would be executed
 - d. Pepe did not believe in the afterlife
8. Padre Faura witnessed the execution of Rizal from the Azotea of Ateneo because _____.
 - a. there was no building in between Bagumbayan
 - b. the old Ateneo de Manila was in Intramuros
 - c. the Observatory was part of Ateneo
 - d. he was invited
9. The author in the poem below expressed her willingness to do some impossible tasks stated below. What makes the tasks impossible to do?

*I will
 Count the multitude of stars
 The leaves in all the branches
 The flock of birds perched in the loft
 The blades of grass in the meadow
 And the cogon flowers in the air.*

- a. The tasks were impossible to do because birds are flying high.
 - b. The tasks were impossible to do because the birds are perched on a loft.
 - c. The tasks were impossible to do because quantifiers are needed.
 - d. The tasks were impossible to do because nouns there are uncountable.
10. In this stanza, the author used auditory imagery which appeals to the sense of hearing. Among the sounds, which could not be heard clearly.

*I will
Listen to the sound of breeze
To the rustling of leaves
To the chirping of birds
To the buzzing of the bees
To the flapping of butterfly's wings*

- a. Rustling
 - b. Buzzing
 - c. Flapping
 - d. Chirping
11. Dr. Jose Rizal was being compared to a shimmering star in the poem. In the line, the star itself is already dead means _____.

*Star:
Still shimmering
Even if millions of miles away,
The star itself
Is already dead.*

- a. Dr. Jose Rizal was no longer shimmering.
 - b. Dr. Jose Rizal was not a star.
 - c. Dr. Jose Rizal was sent to the sky.
 - d. Dr. Jose Rizal was sent down.
12. In the poem, Preludes by T.S. Eliot, imagery is used. Which line appear to the sense of touch?

- 1. *The winter evening settles down*
- 2. *With smell of steaks in passageways.*
- 3. *Six o'clock.*
- 4. *The burnt-out ends of smoky days.*
- 5. *And now a gusty shower wraps*
- 6. *The grimy scraps*

- a. 4
- b. 5
- c. 6
- d. 2

13. In the poem below, which word is used to refer to snow?

- "Kissed by Snow" - Kelly Roper*
- 1. *Standing in darkness with face upturned as*
 - 2. *Frosty, feathery stars drift down from the sky*
 - 3. *And land like gentle kisses from cold lips*
 - 4. *On my cheeks, my nose, my lips and closed eyes*

- a. Sky
- b. Eyes
- c. Lips
- d. stars

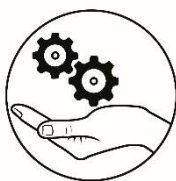
14. Using the same poem, Kissed by Snow, which line used metaphorical language?

- a. 1
- b. 2
- c. 3
- d. 4

15. In the poem, "Man Versus Pepper- Kelly Roper, what situation is expressed?

*One sniff gives a clue of the heat within.
First bite feels like swallowing a lighted blow torch,
And tears stream from his eyes like a flash flood
As the dying ghost pepper delivers its savage revenge.*

- a. The persona in the poem shares his great time eating spicy food.
- b. The persona in the poem expresses his experience eating spicy food.
- c. The persona in the poem describes how he feels while eating spicy food.
- d. The persona in the poem warns the reader not to eat spicy food.



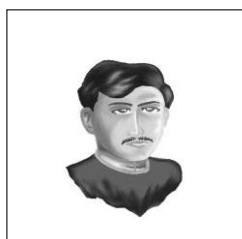
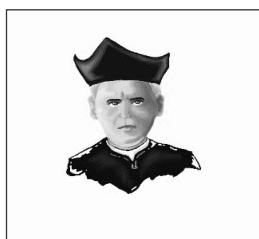
Additional Activities

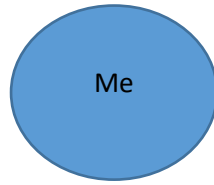
Let us try to test your prior knowledge in the events that happened hundreds of years back and how you will relate it with your current situation.

Talking Heads

Based on your understanding after reading the poem plus what the Philippine history shared with you, what kind of society/ situation each character live? How each character struggle in his situation?

Situation: Padre Faura was telling the story before and during the execution of Pepe. How did he feel during those times?

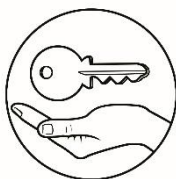




At present what current situation in the society/community/household do you find challenging or difficult. Please explain your answer.

NEGATIVE VS. POSITIVE - Write first the bad situation that happened and then write a positive outcome that emerged from it.

NEGATIVE SITUATION	POSITIVE EFFECT
In the poem:	
In your current situation:	



Answer Key

<p>What I Know</p> <p>1. D 2. C 3. A 4. C 5. B 6. B 7. C 8. C 9. A 10. C 11. D 12. B 13. B 14. C 15. A</p> <p>What's In</p> <p>1. D E 2. D F 3. A B 4. D G 5. A C 6. A H</p> <p>Assessment</p> <p>1. C 2. A 3. B 4. C 5. A 6. D 7. C 8. C 9. D 10. B 11. A 12. C 13. B 14. A 15. Free answer</p>	<p>What's More</p> <p>Activity 1</p> <p>1. C 2. D 3. A 4. B 5. D</p> <p>Assessment 1</p> <p>1. B 2. leaves of trees, flock of birds, blade of grass, cogon flowers 3. Visual-star, grass, leaves, birds, flowers Auditory- sound, rustling, chirping, buzzing, flapping Kinesesthetic- tend, re- arrange, weed, harvest, do again 4. free answer 5. free answer</p> <p>Activity 2</p> <p>Picture 1- Manila Observatory - Free answer Picture 2- Padre Faura witnessed Dr. Rizal execution - free answer Picture 3 - Azotea de Ateneo overlooking Bagumbayan = Free answer</p>	<p>What's More</p> <p>Assessment 2</p> <p>1. The situation was during the lockdown due to covid-19 2. The author described first what she heard, see, can do before relaying the message. 3. The author was willing to do some impossible task. The author used exaggeration. 4. Count the uncountable, listen to the sounds of nature, redo all the things have been done. 5. The author wanted to persuade the reader about the things can be done amid pandemic; to do necessary thing to cooperate for one goal.</p> <p>Activity 3:</p> <p>1. The environment pictures the nature where the author was, in a farm surrounded by trees and plants. 2. There was an enhance community quarantine/lockdown due to pandemic due to covid-19 3. Bring the front liners back home Fight the unforeseen enemy Help the new beginning Contribute to the humanity Flatten the curve Stay at home!</p>
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